DOCUMENT RESUME

ED 256 483 PS 015 079

AUTHOR Sperling, Barbara A.
TITLE Lively Ideas for Building Reading Readiness and Language Skills in Extended Day Kindergarten.
PUB DATE Apr 85
NOTE 43p.; Paper presented at the Missouri State Council International Reading Association Spring Conference (Cape Girardeau, MO, April 12, 1985).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Expectation; *Extended School Day; *High Risk Students; *Kindergarten; Language Skills; Prereading Experience; Primary Education; *Reading Readiness; *Teaching Methods
IDENTIFIERS *Prereading Activities

ABSTRACT

Teachers of extended day kindergarten classes and regular kindergarten classes are encouraged to help the poor risk child, who demonstrates the potential for having difficulty with the academics of first grade, by identifying the child's levels in reading readiness, developing the hows and whys of learning (teaching the child how to learn), emphasizing language skills that support reading, and always reading to the child. Discussion of these approaches points out additional techniques teachers can use to improve reading readiness. Appended to the discussion is an outline of reading readiness skills with coordinated lists of expectations for student performance and suggested learning activities provided for association, visual, auditory discrimination, and language skills. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Barbara A. Sperling
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED256483

PS 015079

LIVELY IDEAS FOR BUILDING READING READINESS AND LANGUAGE SKILLS IN EXTENDED DAY KINDERGARTEN

Dr. Barbara A. Sperling
Southwest Missouri State University

Extended Day kindergartens are being established all over the country. Here in Missouri, we have had Extended Day kindergartens for a number of years and recently we have had a surge in popularity for the programs that is very healthy.

Extended Day kindergarten can be a generalized term referring to the lengthening of the school day for any supplemental education. In this sense, Extended Day kindergarten could describe a program for enrichment. Some of the Extended Day kindergartens in Missouri are enrichment programs. Many of the Extended Day kindergarten programs in the state are Chapter I programs and are designed to provide a supplemental additional education for the child who is deemed to be a poor risk for first grade.

This poor risk child demonstrates the potential for having difficulty with the academics of first grade, particularly in reading, and the program is devised to provide him with the foundation skills he needs before he encounters failure. The poor risk child is not mentally retarded nor does he have a specific learning disability. Other programs in the school assist this kind of child. Rather the candidate for Extended Day kindergarten is the child who is immature, has just met the deadline for entrance into kindergarten, has a short attention

BEST COPY AVAILABLE

span, has delayed language, hasn't learned to concentrate or focus on task, or some other characteristic or combination of characteristics that makes him/her a poor risk for kindergarten or first grade.

Many of you in the audience teach in Extended Day kindergartens. Perhaps you were attracted to this talk because of that phrase in the title. Others of you teach regular kindergarten or first grade and you were attracted by the term "reading readiness." You may have come to this session because every year you have some children who have some difficulty with beginning reading. In this session, I will discuss with you some ideas my kindergarten and first grade teacher friends and I have as well as some ideas from research that may help you work with the poor risk child whether he is in the regular class or in the Extended Day class.

In addition, I will provide you with a handout describing reading readiness skills, expectations for performance levels, and a description of helpful activities to promote reading readiness. (see Appendix A)

When I planned this presentation, I was overwhelmed with the amount of information available about reading readiness. I decided that the best way to present the information would be to use an acronym. I selected the word IDEA for my acronym. This is supposed to be a presentation with ideas and so I will use the letters in the word IDEA to present my ideas to you.

My first letter is I and my statement is: IDENTIFY THE CHILD'S LEVELS IN READING READINESS.

BEST COPY AVAILABLE

Readiness for reading is indicated by a variety of skill areas. Some of these skill areas are associative skills, visual skills, auditory skills, and language skills. Within each skill area are sub-skills. These are indicated in your handout; you might turn to that handout now and I will explain the organization. (see Appendix A)

I have organized the information on the page so that the concept is on the left, the performance levels are in the center, and the activities are listed on the right side of the page. There are several interesting activities listed as strategies to help the teacher lift the child to the next performance level and increase his readiness for formal reading instruction.

The important concepts to keep in mind are: to identify the child's performance level, to let him know what is expected of him, and to lift him up to the next level of performance as soon as he has demonstrated mastery.

My second letter in IDEA is D and my statement for this letter is: DEVELOP THE HOWS AND WHYS OF LEARNING.

We make a number of assumptions about the child in school. We assume that he knows how to learn. We assume that he knows how to listen. We assume that he knows the language of learning.

The longer one works with young children, the more one realizes that many beginners in school need to be taught how to learn. The poor risk child in particular needs explanation and instruction in how to understand school language.

BEST COPY AVAILABLE

The poor risk child often has to be taught how to listen. What do you do when you listen, and who do you look at when you listen, and how do you respond when you listen are all key concepts a good listener understands. Many beginners in school and the poor risk child in particular do not have these concepts and need practice in developing them so the child can handle school work efficiently.

The poor risk child has to be taught how to attend to what the teacher is saying. When she is talking about a picture, what should he look at and look for? These are very important attending behaviors. Most teachers working with beginners in reading have had the experience of calling the children's attention to a word, only to find them looking at the picture.

When the teacher is directing the children's attention to a story or a sentence or a word, the child most realize that he, as an individual, has a responsibility to attend even though the teacher did not call on him by name. Poor risk children often do not attend to group instructions. Saying "Pay attention, children" may completely miss the poor risk child. He doesn't know what you do when you "pay attention" and he isn't including himself into "children" as a group.

The poor risk child has to be taught how to remember. When the teacher is giving directions, he must remember the steps she gives in a process: first, second, and third, in order to do the task correctly. Unless he is told to follow the steps in this order, he may do one of these steps, and usually it is the last heard, and feel that he has completed the task.

BEST COPY AVAILABLE

The poor risk child needs practice in developing memory skills so that he can remember words, sounds, and letters in sequence. After all, memory is very important as a foundation skill in reading. One needs good memory skills to be a good reader.

The poor risk child needs to be taught how to look at a word. He needs to be shown that a word has a beginning and an end, and that the word starts at the left and ends at the right, and that the letters have to be in that sequence to be that word and that when they are in a different sequence they are a different word.

Generally, the poor risk child needs to be taught how to learn in school. This should be handled by the teacher through direct instruction at a very low level. According to Jerome Rosner, "instruction with 'Hard-to-Teach' children must be explicit with drill and practice of the proper type" (Rosner, 1979:143) and he would include as concepts to be explicitly taught: how to memorize, how to classify, how to analyze, and how to apply.

One of the strategies one can use with young children is to have them verbalize the instructions back to the teacher. Have them talk their way through the task and tell in their own words how to do it. When the child tells back what the instructions are and why he is doing the task this way, the teacher gets a better idea of his grasp of the "hows."

Sometimes a teacher feels that the child doesn't listen. This is not always the case. The problem may be that he misunderstands. He is trying to make sense of the instructions

BEST COPY AVAILABLE

based on the knowledge he has, based on his own experience, and his interpretation is not what the teacher intended because he is operating from a different frame of reference. He listens, but he misunderstands. Verbalization by the child will often disclose this to the teacher.

Not only do we need to develop the "hows" with the poor risk child, we need to develop the "whys." The "whys" are the problem-solving skills. Reading is a problem-solving activity. One needs problem-solving abilities to decode words and to comprehend meaning.

Some of the problem-solving strategies that relate to reading are: the ability to identify or clarify a problem, the ability to ask appropriate questions, the ability to reason based on available data, the ability to reflect on a solution, the ability to anticipate outcomes, the ability to predict, the ability to generalize multiple solutions, and the ability to make a decision. (Copple, et al,. 1979) All of these problem-solving strategies can be involved in the task of decoding a word or in comprehending the meaning of a word or a passage or a story. They can be involved in many of the reading tasks and activities that confront the reader at any age. These skills are important to develop independent learning in the child. Problem-solving skills help him to get along in reading, in school, and in life.

My statement for D in my acronym was: DEVELOP THE HOWS AND WHYS OF LEARNING.

BEST COPY AVAILABLE

My third letter in IDEA is E and my statement for E is: EMPHASIZE LANGUAGE SKILLS THAT SUPPORT READING.

Recent research has disclosed some information in regard to interpretations about language that young children make. Those of you who have taught a number of years may also have formed these perceptions about children and language skills just from your experience.

One of the subjects of research studies is in regard to children's vocabularies. Children of the present appear to have larger and more sophisticated vocabularies than do those children of the pre-TV past. This is not necessarily a valid assumption. Often what we may be hearing in this larger and more sophisticated vocabulary is a "parroting" of words or phrases heard on TV or gained from older siblings and friends. The young child is using the word with only a superficial understanding of its meaning, or simply repeating it as a parrot does. Children may appear to be using advanced, higher level language, but they only <u>seem</u> to know it.

Not only the poor risk child, but all beginners in school need a lot of experiences in which they explore with words, activities in which they tell what the word means, and opportunities to use these words in sentences and stories. The key here is verbalization. Much verbalization should be encouraged in directed vocabulary and language activities to help the poor risk child gain in readiness for reading.

Traditional activities that are commonly used in primary grade language arts programs or oral language practice are

BEST COPY AVAILABLE

Show and Tell, Choral Speaking, and Dramatics. By structuring these well known activities, the teacher can facilitate the development of language and cognitive skills in the poor risk child--skills that will help him with reading.

If Show and Tell just "happens" in the class, it can develop into a perfunctory routine that becomes boring not only to the teacher, but also to the children, and not much learning will take place. If the teacher sets a problem for Show and Tell, asks appropriate questions during the child's presentation, asks questions of the other children to draw them in, and demonstrates problem-solving behavior in her discussion with the child, she provides a model for the children in listening, in attending, in problem-solving, and in applying known information to the unknown.

In Show and Tell the "what" is important. The child is usually telling about something. The "how" is also important. The way he tells about his episode, by using descriptive words, by using complete sentences, and by his clear explanations; these demonstrate his facility with language. Show and Tell can be very useful in a strategy developing structured verbalization.

Choral speaking is another traditional language arts technique. It assists children in developing memory and in speaking with expression. Children must remember the little story, song, or poem to be spoken with accompanying gestures and motions. By speaking with others and by following the teacher's model, the child with limited oral language skills gets a feeling for the cadence of the language and becomes more secure in pronouncing

BEST COPY AVAILABLE

words and generally in speaking. These are language skills that relate to reading.

Dramatics is also a traditional language arts technique that provides a natural avenue for developing language leading to reading. Kindergarten children playing in the housekeeping corner or in the block area naturally fall into Let's Pretend games. The verbal interchanges in these natural settings provide a way for children to engage in natural conversations. Structured role playing under the direction of the teacher might include telephone conversations, demonstrations of courteous behavior, and dialogues related to crisis situations. These role playing activities can not only provide practice in oral language but also help the child to predict what might be said next, and to anticipate responses. Therefore they also provide practice for problem-solving strategies.

All of these traditional techniques I have mentioned will do much to strengthen a "real" vocabulary, a grasp of words truly used with understanding by the child.

Another body of information about language skills and reading to be found in the literature is in regard to "segmentation." Recent research has indicated to us that children appear to have a limited sense of segmentation. Segmentation is the ability to segment, to break the language down into its component parts. Adults know what phrases, words, letters, and sounds are. Children have difficulty here, especially do beginners in school, particularly poor risk beginners.

BEST COPY AVAILABLE

To begin with, children at this level do not know the language of learning. They do not know what a word is in the stream of speech. They do not recognize the boundaries of a word, at least the boundaries that adults do. A word is not always correctly isolated by the pre-reader or the non-reader. The child may give part of the word or more than the word. Poor risk children need explicit instruction in what the teacher means by word, syllable, or sound, and much practice with these simple elements.

The capacity for identifying very small elements of the language has not been formed yet by the beginner in reading. There is considerable evidence in the research that the ability to segment developes gradually within the child. A research study conducted by Lieberman and Shankweiler included four, five, and six year olds who were asked to identify phonetic segments in spoken utterances and syllable segments in spoken utterances. They did this by tapping with a wooden dowel rod for each phoneme heard and for each syllable heard. The findings disclosed that none of the fours could segment phonemically but about half of them could identify syllabic segments. Phonemic segmentation appeared around age five, but only about one-fifth of the five year olds could demonstrate it. As before, with the fours, about one-half of the fives could identify syllables by tapping. Most of the sixes (about 90%) could demonstrate the syllable task, but even yet phonemic segmentation was difficult. Only 70% of the sixes were able to demonstrate phonemic segmentation. (Lieberman and Shankweiler, 1979:112-3)

BEST COPY AVAILABLE

It can be concluded that "many preschool and some primary children cannot segment real language into units smaller than a syllable" (Schickedanz, et al., 1983: 187) and therefore their ability to perceive individual sounds within a word is lacking and yet to be developed.

These children may perceive features of phonemic discrimination that adults do not. They are not necessarily less skilled, they just notice features that adults have learned to screen out. It is safe to say that beginners have to be taught the sounds in order to hear them. Often it helps to associate the printed symbol in the printed word with the spoken sound to show the child that the "r" in "rat" and the "r" in "truck" are the same sound the teacher is referring to in the auditory discrimination lesson. (Schickedanz, et al., 1983:188)

My third letter in IDEA is E and I have mentioned here some language strategies and the importance of EMPHASIZING THE LANGUAGE SKILLS RELATED TO READING.

My fourth and last letter in IDEA is A and my statement is: ALWAYS READ TO THE CHILDREN.

One of the most pleasant and productive strategies for working with young children is to read to them. Read the nursery rhymes, the folk tales, the poetry, and the contemporary stories of childhood. Share alphabet books and concept books with youngsters. Read to the children for sheer enjoyment, for the sharing of a delightful literature experience.

BEST COPY AVAILABLE

Besides the pleasure of sharing literature with the teacher, the children gain much knowledge. Not only do they gain factual information, they receive it in a situation that they can control. While children do a great deal of television viewing and gain some information here, they are ordinarily passive viewers. They have no opportunity to halt the TV presentation and ask questions. The program goes on too rapidly for them to figure misunderstandings out on their own.

With literature reading, the child can stop the teacher and ask for clarification. Often in the reading situation, the teacher anticipates misunderstandings and pauses to explain. She may hesitate with an abstract concept or an unfamiliar word and supply more information to the children.

In addition to the factual knowledge and vocabulary words he gains, the child acquires a sense of inflection. He hears the rise and fall of the teacher's voice, the pauses, the emphasis on significant words and phrases. The model the teacher sets as a reader demonstrates expressive reading. She inspires the child to be a reader and to be an exciting reader.

New information in the research indicates that children who have difficulty in learn to read in primary grades may be able to comprehend "at the sentence level and in ordinary conversation, but have an inadequate ability to understand longer discourse." (Carroll and Walton, 1979: 337) Listening to the teacher read the language in stories and in poetry is very good for these children. The language

BEST COPY AVAILABLE

in books differs from the language in daily speech. If the child has practice in processing book language read by the teacher, he will have a better chance at comprehending book language in reading class.

It was also pointed out in the literature that some children, particularly poor risk children, do not understand the conventions of story-telling. For them, a story may be an impression and they don't appear to follow the story from beginning to middle to end. The development of the story is not predictable to them. The influence of the characters on the plot development, the actions leading to the climax, and even sometimes the theme of the story itself are not apparent to the poor risk child. This can be a tragic problem for children in reading. It truly influences their comprehension of the printed material they are expected to read.

A good strategy is for the teacher to not only read to the children, but to ask appropriate questions requiring the children to summarize, to evaluate, to evaluate, and to predict. Thus the child can be clued into the way the story moves. His auditory comprehension skills are being strengthened and the information he gains about how to interpret a story will enhance his future reading comprehension.

Some specialists in language arts education and in early childhood education recommend that instead of the teacher always reading to the class as a whole, she provide story reading to small groups sometimes. In a situation where a reader presents a story or poetry to two or three children,

BEST COPY AVAILABLE

the youngsters can more easily see the pictures and the print. They can converse with the reader about the story, can ask for a portion of the story to be repeated, and can ask questions. (Schickedanz, 1983; 216)

A teacher doesn't have time to do this herself, but there are others available who can model story reading skills. The teacher's aide, parents, senior citizens, older children, both in person and in taped presentations, could be utilized as story readers, taking turns reading to the kindergarten and first grade children in small groups. (Stewig, 1979; 155-6) This is a very promising procedure and I think if you could arrange for reading to small groups of children in addition to the whole class that the children will gain much by it. In any regard, ALWAYS READ TO THE CHILDREN.

My acronym is finished. I have presented IDEA to you and have presented many ideas from research, from teachers, and from myself. The sharing of ideas is one of the great values of a conference such as this. By utilizing ideas that have worked for others, we can all work better with young children whether they be in a regular classroom or in an Extended Day classroom. With these ideas in mind, we can all help young children in reading readiness to develop into clear thinkers, and independent learners, and potentially good readers.

BEST COPY AVAILABLE

REFERENCES

Carroll, John B. and Marsha Walton. "Has the Reel Reeding Prablum Bin Lade Bear?" in Theory and Practice of Early Reading. eds. Lauren B. Resnick and Phyllis A. Weaver. Hillsdale,N.J.: Lawrence Erlbaum Assoc., Pub., 1979. Volume 3. pp. 317-354.

Cazden, Courtney B. Child Language and Education. New York: Holt, Rinehart and Winston, Inc., 1972.

Copple, Carol, Irving Sigel, and Ruth Saunders. Educating the Young Thinker. New York: D. Van Nostrand Co., 1979.

Lieberman, Isabelle Y. and Donald Shankweiler. "Speech, the Alphabet, and Teaching to Read" in Theory and Practice of Early Reading. eds. Lauren B. Resnick and Phyllis A. Weaver. Hillsdale, N.J.: Lawrence Erlbaum Assoc., Pub., 1979. Volume 2. pp. 109-132.

McCormick, Linda and Richard Schiefelbusch. Early Language Intervention. Columbus, Ohio: Charles E. Merrill Publishing Co., 1984.

Rosner, Jerome. "Teaching Hard-to-Teach Children to Read: A Rationale for Compensatory Education." in Theory and Practice of Early Reading. eds. Lauren B. Resnick and Phyllis A. Weaver. Hillsdale, N.J.: Lawrence Erlbaum Assoc., Pub., 1979. Volume 2. pp. 135-148.

Schickedanz, Judith A., Mary E. York, Ida Santos Stewart, and Doris A. White. Strategies for Teaching Young Children. Englewood-Cliffs, N.J.: Prentice-Hall, Inc., 1983.

Stewig, John Warren. Teaching Language Arts in Early Childhood. New York: Holt, Rinehart and Winston, 1982.

Yawkey, Thomas, Eunice N. Askov, Carol A. Cartwright, Mary M. Dupuis, Steven Hunter Fairchild, and Margaret L. Yawkey. Language Arts and the Young Child. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1981.

BEST COPY AVAILABLE

Appendix A

Supplementary Handout

READING READINESS

BEST COPY AVAILABLE

Reading Readiness

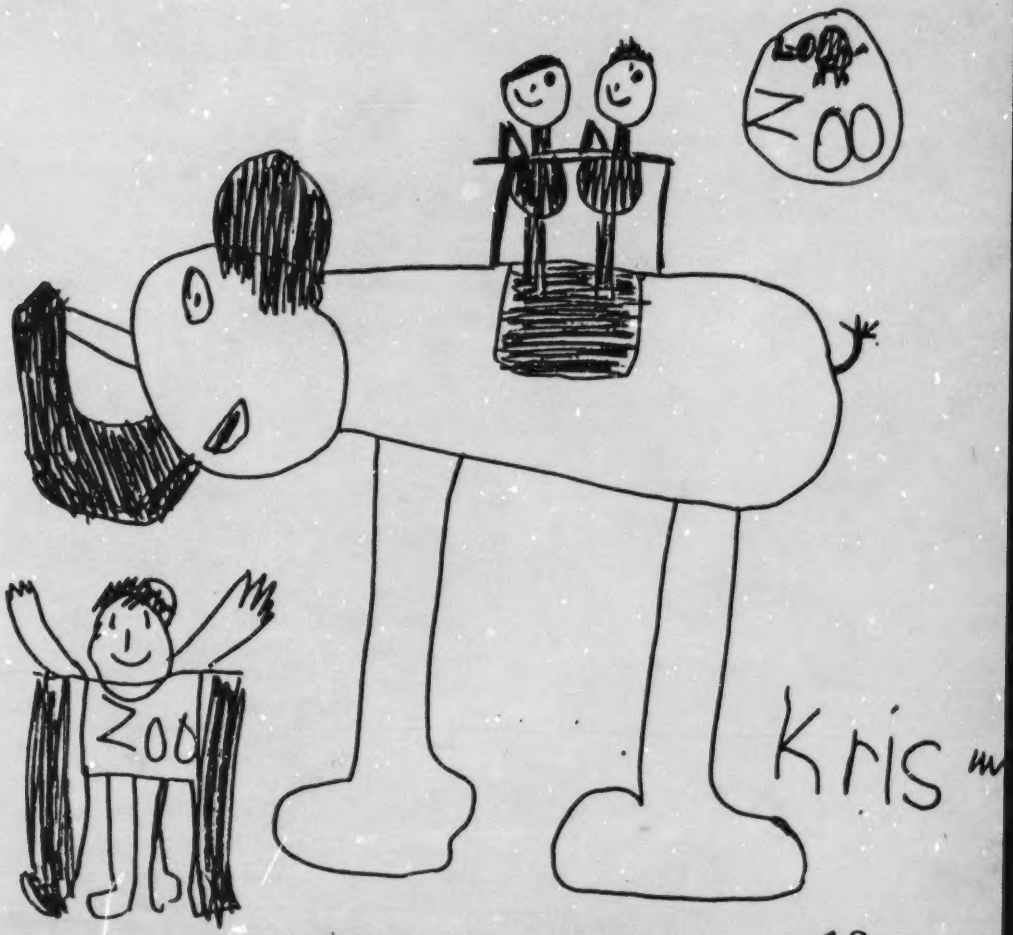
Skills

Expectations

and Activities

Dr. Barbara A. Sperling

Southwest Missouri State University



BEST COPY AVAILABLE

Association Skills (Readiness Level)

Type of Skill	Expectations	Activities
Symbol-letter name association	These are proficiency levels in learning letter names (from lowest to most skilled): 1. The child can point to the letter the teacher names. (a recognition task) 2. The child can tell the name of each letter not in alphabetical order. (a recall task) 3. The child can write the letters the teacher names.	1. Teach the child the names of the letters in his own name. 2. Teach the child the names of the letters in significant words. (Names of siblings, friends, pets, some sight words) 3. Use large simple letter forms the child can trace. Always say the name of the letter as the child traces it. Teach the child to say the letter name while tracing it. 4. Use letter shapes and forms that appeal to the child's senses: styrofoam, felt, wood, plastic letters, clay letters, cookies in letter shapes, masking tape letters on the floor, walk letters in the snow.
Symbol-spoken word association	The child learns how to look at words to notice significant details and how to remember words. These are proficiency levels in learning sight words: 1. The child can select from several words the one the teacher says. (recognition task) 2. The child can read each sight word when it is presented in a story, sentence or rebus context. 3. The child can read each sight word when it is presented in isolation. (recall task)	By the time the child begins formal reading instruction, his sight vocabulary could well include 50 words. Significant sight words include: 1. Names of significant people (siblings, teacher, etc.) 2. Color words 3. Number words (through five) 4. Survival words (walk-don't walk, stop) 5. Words for common objects at home and in the classroom 6. Some function words (The - and - is) Sight words should always be introduced in a context that will reinforce associations and memory. Contexts can be: picture context, situational context, written context, and/or oral context. 1. Make name cards for desks, lockers, belongings.

Association Skills (Readiness Level) continued

Type of Skill	Expectations	Activities
		2. Make labels for common objects around the classroom. 3. Make charts that facilitate learning sight words: a. Helper's Chart b. color chart c. numbers chart d. calendar e. Today's news 4. Play games to develop memory of sight words: a. Mix up name cards or label cards so a child can sort them correctly. b. Collect all name and label cards so a child can read them. c. Describe a person or object and ask a child to find the card for that item. 5. Write a rebus story, using as many sight words as the child can use. 6. Write language experience stories developed around sight words. Learn new words, especially function words, from the language experience story.

BEST COPY AVAILABLE

Visual Skills (Readiness Level)

Type of Skill	Expectations	Activities
Visual discrimination of a different item	When presented with a selection of objects (pictured items, letters, words) the child can find the one that is different from the others.	1. Starting with large simple objects, adult can show several which are identical and one that is different. The child can point out the one that is different and tell why it differs. Differences may be: a. size (larger or smaller) b. color c. a different object is the correct response d. shapes e. direction in which object is pointed f. missing element in correct response g. added element in correct response h. correct item is inverted The visual discrimination training proceeds from observing objects to pictures and/or drawings to symbols to letters and words. Attention should be paid to discussion of why the response is different from the others.
Visual matching	Given a selection of items, the child can choose one that is identical to the stimulus item.	The adult produces a selection of objects. The first object is noted and described, it being the stimulus item. The child looks at the remaining objects and chooses the one that is identical to the stimulus item. Training may proceed to pictured items, symbols, letter forms, and word forms. There is a closer relationship to the reading task when the child matches letter forms and word forms, but some youngsters need considerable practice matching objects and pictures.

BEST COPY AVAILABLE

Visual Skills (Readiness Level) Continued

Type of Skill	Expectations	Activities
Visual closure	Given a stimulus item and a partially completed form, the child observes, and anticipates the missing element, and completes the form.	Large scale simple outline drawings may be used in which an obvious element is missing. At first the child should be furnished with a complete drawing to match with the drawing in which an element is missing. At other times, the missing element will be so obvious (the leg of the girl is missing) that the child can draw in the element without a model. A sequence pattern may be used for practice. A simple sequence of symbols or letters can be the stimulus. A partial sequence can be furnished to the youngster, which he completes. (Eg.: A B _ D, or)
Visual sequencing	Given a sequence of objects (pictures, letters, words) the child can match the sequence.	Using a selection of small objects, the adult shows the child the pattern of sequence, which the child matches. Any of the following items might be used in such a sequence activity: small toys pegs in a pegboard pictures that illustrate a story Cuisenaire rods dowel rods alphabet blocks styrofoam cubes with letters printed on them geometric shapes cut from construction paper symbols Sequence matching can be in terms of: size relationship time relationship patterns of grouping by quantity patterns of grouping by color patterns of grouping by letter

BEST COPY AVAILABLE

Visual Skills (Readiness Level) Continued

Type of Skill	Expectations	Activities
Left to Right Directionality	The child habitually assumes a viewing pattern of left to right and back to left again, unless otherwise directed.	Many informal activities can contribute to left to right directionality if the adult reinforces the habit pattern by sweeping the hand under the row of pictures or the line of print being displayed. Many chalkboard activities can be used to reinforce left to right directionality. Today's News, the classroom calendar, and seatwork directions can be used to direct the child's viewing pattern. Even in picture book reading, concepts can be brought out about turning pages, looking at the left hand page first, noticing that pages are numbered from left to right in order, and that one reads the sentences from left to right. Games such as "Simon Says" or "Looby-Loo" can be used to practice an awareness of left and right body movements. The words Left and Right can be written on the child's gym shoes and boots with a felt tip marker. Working with a partner, the child can trace around the left and right hands, cut them out, write the words on the hands, and tape them to his desk. The adult can show the child that the left side of the word is the beginning and the right side is the end.

BEST COPY AVAILABLE

Auditory Discrimination Skills (Readiness Level)

Type of Skill	Expectations	Activities
Auditory discrimination of minimal pairs *1	The child can tell in a pair of words if one phoneme is changed. (bat - cat; red - reed; boom - boon)	1. A simple auditory discrimination test can be administered which indicates if a child can identify pairs of words repeated and pairs of words which are minimal pairs.(one phoneme is changed)*2 2. From such a test and from observation, one can determine which phonemes are difficult for the child to hear and in which position in the word the difficulty occurs. (first - middle - last) 3. Auditory discrimination activities in which the child hears and pronounces the target sound in words will aid him.
Auditory discrimination of beginning sounds	When given a selection of three words, the child can identify two of three words that begin with the same sound. The child can volunteer a selection of words that begin with the same sound.	4. The adult furnishes a selection of pictures or simple objects which are names for the child. The child sorts out those items whose names begin with the target sound. 5. The child, using magazines and catalogs, collects pictures of objects which start with the same sound. 6. A chart or personal pictionary can be made of pictures of objects which begin with the same sound.
Auditory discrimination of rhyming sounds	When given a selection of three words, the child can identify the two words which rhyme. Then given a word, the child can volunteer several words which rhyme.	7. The adult can select nursery rhymes that have true rhymes and words in the child's understanding vocabulary. These can be repeated until the child shows an awareness of rhyme. 8. Simple children's poetry can be read to the child. 9. Pictures of objects can be collected. Those objects with names that rhyme can be sorted. 10. A game called Thing-Lings can be played. The adult calls out a word and the child says the word and a rhyming word that tells about the stimulus word. Humorous and nonsense things add to the fun. (Eg.: bed-red: redbed; bunny-funny: funny bunny)

BEST COPY AVAILABLE

Auditory Discrimination Skills (Readiness Level) Continued

Type of Skill	Expectations	Activities
		11. Oral Phonograms can be played. The teacher says a word and the child says as many words as he can that rhyme with the stimulus word.
Auditory Discrimination of ending sounds	When given a selection of three words, the child can identify two words that end with the same sound. When given a word, the child can volunteer two or more words which end with the same sound.	The adult pronounces two words that end with the same phoneme (bed-and) emphasizing the final phoneme. The child repeats the pair of words. Other pairs of words which end alike are pronounced and repeated, until the child is cued in to listening to final sounds which are alike. The adult then pronounces three words, two of which end with the same phoneme. The child pronounces the three words and then chooses the two words that end with the same sound. Much practice at this level is desired. The adult pronounces a word and the child volunteers a word which ends with the same phoneme. Nonsense words should be accepted as long as the final phoneme is correct.
Auditory discrimination of middle vowel sounds	When given a selection of three words, the child can identify two words with the same middle vowel sound. When given a word, the child can volunteer two or more words that have the same middle vowel sound.	The above technique can also be used with auditory discrimination of middle vowel sounds, except the emphasis shifts to middle of a one syllable word.

BEST COPY AVAILABLE

Auditory Discrimination Skills (Readiness Level) Continued

Type of Skill	Expectations	Activities
Auditory sound-blending	When the adult pronounces a simple word sound-by-sound, the child can say the word faster and recognize the word. When the adult pronounces a word, the child can pronounce it sound-by-sound and then pronounce the word quickly.	This is a sophisticated level in phonic readiness. Some children in first grade may be operating at this level. Some children, on the other hand, can not perform this skill even if much older. A very simple level, rhythm patterns can be discriminated and repeated. The adult taps out a simple tapping pattern which the child repeats. The adult can start with phonemes by pronouncing short words within the child's understanding vocabulary. The adult and child can take turns pronouncing words sound-by-sound and fusing the sounds into a recognizable word. At a slightly higher level, the adult can pronounce a sequence of two or three simple words, which the child repeats. The sequence can be built to include four or five words. Numbers can also be used to build auditory memory (sequence) skills.

BEST COPY AVAILABLE

Language Skills (Readiness Level)

Type of Skill	Expectations	Activities
Vocabulary development	The child understands and uses words expressing basic concepts: over, under, before, fewest, nearer, etc.	1. Administer an action activity or a picture test to determine if the child understands basic concepts. Commercial tests may be used. *3 2. Play games in which the child acts out action words. 3. The child can draw pictures illustrating selected basic concept words. 4. The child can demonstrate his understanding of basic concepts by acting or demonstrating with objects. 5. Collect pictures of as many examples of a noun word as possible. Talk about how they are alike and different. 6. Show an interesting picture. Build vocabulary skills and observation by: a. pointing to objects and naming them b. ask the child to tell what he thinks is happening and what may happen next c. write some of his sentences on chart paper so he can "read" his story 7. Using real objects, the adult can help the child develop a relationship of colors, shapes, textures, smells, and tastes to appropriate words. The child can acquire additional adjectives (rough, smooth, salty) as well as developing a sense of analogy (yellow like a banana, sweet like syrup).
	The child understands the concept of classification of real things.	8. Using objects or pictures, the child can sort and classify into fruits, vegetables, animals, living things, toys, and so forth. The pictures may be retained in chart form and displayed.
	The child understands the concept of opposites.	9. Starting with simple examples, such as black/white or in/out, the adult can use objects, pictures, demonstrations, drawings, and charts to develop the concept of opposites and words that have opposite associations.

BEST COPY AVAILABLE

Language Skills (Readiness Level) Continued

Type of Skill	Expectation	Activities
Auditory Comprehension	The child can understand and follow simple oral directions.	1. In a game activity, the child can be given directions to perform some action. The directions may involve one, two, or three commissions. 2. In a seatwork activity, the child can be given simple oral directions to follow: Color the first box red, color the second box green, color the last box yellow. As in the game activity, the directions may be expanded from one commission to three or four commissions to remember.
	Using the sight words he has learned, the child can read simple rebus directions.	3. If the child learns the sight word draw or make and other color, number and noun words, he can read simple rebus sentences for seatwork directions. First stage: Draw 1 red . Second stage: Draw 1 red . Third stage: Draw one red . Fourth stage: Draw one red apple. A typical seatwork exercise may involve four different rebus sentences: Draw 2 green . Draw 1 blue Draw 3 yellow . Draw 2 red .
	The child can listen to a simple story and answer questions based on the context.	From this activity the child: a. gains practice in processing information on various comprehension levels; b. gains practice in various type of comprehension tasks; c. gains awareness of new vocabulary in oral context; d. gains awareness of Standard American English words; e. gains awareness of rhyming;

BEST COPY AVAILABLE

Language Skills (Readiness Level) Continued

Type of Skill	Expectations	Activities
		f. gains a sense of pitch, inflection, and juncture in expressive oral reading; g. gains an awareness of phrasing and sentence structure; and h. gains pleasure.
Auditory Comprehension Continued		4. The adult can read a simple story and, by asking questions, develop the following language-comprehension skills: a. the child can retell the story (sequence task) b. the child can tell the most important thing that happened in the story (main idea task) c. the child can answer questions based on processing the information in the story (inferential level) d. the child can answer questions based on specific information in the story (factual level) e. the child can answer questions requiring judgment and critical thinking (evaluative level) f. the child can acquire understanding of new words and phrases (vocabulary in context task) g. the child can make judgments about the actions and motives of characters in the story (evaluative-critical thinking level)

BEST COPY AVAILABLE

Footnotes and Bibliography

[1]Auditory discrimination skills are drawn from the levels of phonic readiness: Harris, Albert and Edward Sipay. How to Increase Reading Ability. New York: David McKay Company, Inc., 1975, pp 368-369.

[2]Wepman, Joseph A. Wepman Auditory Discrimination Test, 1973 Revision. Chicago, Ill.: Language Research Associates, 1973.

[3]Boehm, Ann. Boehm Test of Basic Concepts. New York: The Psychological Corp., 1971.

Additional Sources for Reading Readiness and Language Activities

Baratta-Lorton, Mary. Workjobs. Menlo Park, California: Addison-Wesley Publishing Company, 1972.

Heater, Sandra Harvey. Teaching PreSchool Reading. Provo, Utah: Brigham Young University Press, 1980.

Heilman, Arthur W. Principles and Practices of Teaching Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

Hillerich, Robert L. Reading Fundamentals for Preschool and Primary Children. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

Hohmann, Mary, Bernard Banet, and David Weikart. Young Children in Action. Ypsilanti, Michigan: The High/Scope Press, 1979.

Mangrum, Charles T. and Harry W. Forgan. Developing Competences in Teaching Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., 1979.

Petty, Walter T. and Julie M. Jensen. Developing Children's Language. Boston: Allyn and Bacon, Inc., 1980.

Spache, Evelyn B. Reading Activities for Child Involvement. Boston: Allyn and Bacon, Inc., 1982.

Stewig, John W. Teaching Language Arts in Early Childhood. New York: Holt, Rinehart and Winston, 1982.

Toole, Amy L. and Ellen Boehm. Off to a Good Start: 464 Readiness Activities for Reading Math, Social Studies, and Science. New York: Walker and Co., 1983.

Yawkey, Thomas D. and Eunice N. Askov, Carol A. Cartwright, Mary Dupuis, Steven Hunter Fairchild, and Margaret Yawkey. Language Arts and the Young Child. Itasca, Ill.: F. & E. Peacock Publishers, 1981.

BEST COPY AVAILABLE